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AUTHOR Johns, Kenneth W.; Cline, Daniel H.
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ABSTRACT

A study sought to determine the supervisory practices of college of education faculty who supervise student teachers at the University of Nevada-Reno. The survey viewed student teacher supervision from three perspectives: (1) policies and procedures followed by colleges in the evaluation of college supervisors by student teachers; (2) the range of supervisory behaviors employed by student teacher supervisors; and (3) the level of student satisfaction with the supervisory experience. Responses indicated that positive student ratings of the college supervisor rested upon approximately six items: (1) supervisor's interest in the student's professional improvement and growth; (2) supervisor's ablity to clarify the student's concerns; (3) sufficient length of observation; (4) ability to diagnose learning problems; (5) frequency of feedback; and (6) conducting regular seminars. The survey instrument is appended. (CB)

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SUPERVISORY PRACTICES AND STUDENT TEACHER SATISFACTION IN SELECTED INSTITUTIONS OF HIGHER EDUCATION

A Paper Presented at the 3rd Annual Meeting of
Northern Rocky Mountain Educational Research Association
October 10, 11, 12, 1985

by

Kenneth W. Johns, Ed.D.
and
Daniel H. Cline, Ed.D.

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BACKGROUND:

This study had its origins in an effort to ascertain the supervisory practices of those College of Education faculty who supervise student teachers at the University of Nevada-Reno.

Since supervision of two student teachers at the University of Nevada, is equated to a teaching load of one credit of instruction and since each faculty member who teaches a class must obtain end-of-semester course evaluations from students, it seemed appropriate to utilize an evaluation instrument for information on student teacher perception of the effectiveness of their supervision.

Rather than construct an instrument de novo, a search was conducted for a useable instrument with which to evaluate student teacher supervisors. As a result of an extensive search, an instrument developed by the Research in Teacher Education unit (RITE) of the Research and Development Center at the University of Texas, Austin, was located and adapted for faculty evaluation by student teachers.

In the process of searching for such an evaluation instrument, it became apparent that the literature was sparse with regard to accepted standards of practice in student teacher supervision. Information on procedures used by colleges and schools of education on how student teachers evaluate their college supervisors, or if they are even given the opportunity to do so, is also lacking. Perhaps more importantly, little exists to indicate which supervisory practices might lead to a more effective supervisory experience as seen by the supervisees.

The present study was a survey which viewed student teacher supervision from three perspectives: policies and procedures followed by colleges in the evaluation of college supervisors by student teachers; the range of

supervisory behaviors employed by student teacher supervisors; and the level of student satisfaction with the supervisory experience.

LITERATURE REVIEW:

This limited review of the literature is an effort to relate pertinent studies to the questionnaire items used in this study. It should also be mentioned that the studies cited originate in different locales, using different numbers of supervisory triads. Where the findings from the literature appear to be especially "on target" relative to the specific items in the questionnaire, the reader's attention will be directed to the specific item in the questionnaire by the use of parentheses such as, (ques. 1).

Pfister and Newcomb (1984) conducted a study in which 76 cooperating teachers and 108 students teachers were asked to rank the performance of the college supervisor on a number of items. The supervisor ranked number one, or highest, by the cooperating teacher, held conferences or seminars (ques. 2,3,4) in which the student teacher was permitted to express concerns, anxieties and satisfactions. The university supervisor also elicited ideas for self-improvement from the student teacher and assisted the student teacher in suggesting alternative solutions to teaching problems. The student teacher also ranked the college supervisor highest who visited the student teacher's training site early in the student teaching experience. The next highest ranked college supervisor conducted conferences with both cooperating teacher and student teacher to provide encouragement, constructive criticism, and recognition of success (ques. 1,2,3,4).

In a study with limited sample size conducted by Grimmett (1983), it was found that supervisees who had..."more abstractly functioning supervisors reported coming to self-derived insights about teaching during conference interaction, feeling at ease with the supervisory relationship (ques. 16), and

deeming the process a successful means of intervention." Grimmett also found that supervisees who had more concretely functioning supervisors..."recalled experiencing frustration with supervisor didacticism, discomfort in the role of supervisee, and were indifferent to its effectiveness in helping them to improve instruction."

Almost in direct contradiction to this finding, Copeland and Atkinson (1978) reported that in a study of 66 student teachers, "subjects in the present study clearly preferred directive supervisory behavior (typified by declarative and expository statements) and an authoritarian posture to non-directive supervisory behavior (typified by interrogatory and reflective statements and an egalitarian posture.)"

While seeking to determine if cooperating teachers and student teachers perceived the performance of college supervisors differently, Morris and Chisson (1975) discovered there was little difference in the performance of graduate assistants and that of regular college faculty (ques. 23). Furthermore, these two investigators determined that when student teachers and their cooperating teachers responded to 42 performance criteria related to the supervisory role, the student teachers were more concerned with the regularity (ques. 6,7) and nature of the visits and the specific assistance (ques. 5,19,24) they were able to provide than were their cooperating teachers.

Sharon O'Neal (1983) stated in Supervision of Student Teachers, that both cooperating teachers and student teachers found that lack of communication was the most frequent problem (ques. 11,12,13). O'Neal further reported that interviews revealed student teachers felt their university supervisors could be more helpful (ques. 14). The student teachers also reported a desire to be observed more frequently (ques. 6,7,8) and at a variety of times. They also felt the university supervisor remained out of touch with

their individual classroom situations throughout the semester (ques. 1).

While not directly related to the student teaching scene, yet illustrative of the value of video-taping, a study by Breen (1970) reported a lessening in anxiety and verbal non-fluencies in subsequent lessons by speech students when they were video-taped and critiqued on their performance by their teacher (ques. 15).

SAMPLE SELECTION:

With the entire collegiate universe from which to choose, the problem of limiting the survey to a manageable task became necessary. To obtain geographic integrity, it was decided to confine the survey to the western states of Alaska, Hawaii, Montana, California, Arizona, Oregon, Washington, Colorado, and Utah. Furthermore, it was decided to sample institutions with small, medium and large populations of student teachers on the premise that results might vary with institutional size. However, even this procedure would have surveyed a sample too large to manage, given limited resources. As a result, each institution selected was asked to distribute the questionnaire to an approximately equal number of secondary, elementary, and special education student teachers.

The names of institutions of higher education and their number of graduates from teacher education programs were obtained from a document produced by the Office for Civil Rights, U.S. Department of Education (1981). While this document was published rather recently, it was reporting information from 1978-79. Nonetheless, the information was accepted on the assumption that institutional populations would remain relative to each other as a function of the total institutional size for the purposes of sample selection.

Addresses for each institution in the total institutional pool were obtained from a private marketing firm, Market Data Retrieval. The investiga-

tors penciled the number of students graduating from each institution on each mailing label. These were then arrayed according to an arbitrary trichotomy of small (1-200 graduates), medium, (200-400 graduates), and large, (401-1,000 graduates) institutions. The number of graduates in each of the categories were then totaled. This produced 4,949, 4,477, and 3,247 graduates in each category, respectively. The percentage of the total (12,673) represented by each of categories is, 39%, 35%, and 26%. A sample size of 1,000 students was chosen and a percentage of that number were surveyed from each institutional size group.

The decision to use a sample size of 1,000 students meant that from the small institution category it would be desirable to have 390 students, or 39% of the whole. Since there were 85 institutions in this category it was decided to randomly select 20 institutions and distribute questionnaires to 20 student teachers in each participating school. In the second group, there were 16 institutions. From this group, 350 students were needed to achieve the 35% sample. All 16 institutions were utilized and 22 students from each institution were to receive questionnaires. Finally, in the large institution category there were five schools. From these five schools 260 students would be needed. Therefore, 52 students were given questionnaires in each large institution.

With the above procedure in place, letters were sent to the director of student teaching at each school asking them if they would participate in the study. If was explained that the study was in two parts: The first part was a simple flowchart which sought to determine institutional practices related to the evaluation of the college supervisor. The second part was a study of supervisory practices as perceived by the student teacher.

As a result of these letters, 22 institutions agreed to distribute the

questionnaire. Of these, 12 were small institutions, 6 were medium size and 4 were large. A total of 725 questionnaires were sent. Of these, 421 were returned. This is a 58% return rate. In the small institution category 307 questionnaires were sent, 181 were returned. This is a 59% return. In the medium size category, 210 questionnaires were sent out and 136 of them were returned for a 63% return. In the large institution category, 208 questionnaires were mailed, 104 were returned for a 50% return.

Institutions not wishing to participate in the questionnaire survey were urged to participate in the flowchart completion activity.

RESULTS:

Fourteen of the 26 questions included on the questionnaire were Likert-type items, and these items are displayed in Table 1. The balance of the questions are categorical in nature and are reported in other tables. This procedure is followed throughout. From these data our first general finding is that on the whole, student teachers are rather satisfied with their supervisors and the supervisory process. By inspecting the questionnaire, (Appendix A) it can be seen that a high level of approbation is given when the student chooses a rank a of one or a two in responding to the question. The means for each of the 14 questions reveal a high level of acceptance. An exception to this statement may be seen in question number 15. In this question students are asked if they were video taped during their student teaching. With the response of category five indicating, "never" it can be seen that a mean of 4.80 indicates this procedure is rarely practiced.

Table 2 provides descriptive statistics for those questions which are categorical in nature. These are reported for the entire group. Question number six asks the student how often he or she was visited by the college supervisor. In our institution, the desired frequency of visitations is one time per week. This frequency was reported by approximately 41% of the

TABLE 1

Descriptive Statistics for
Likert-type Questionnaire Items

Item	n[1]	M	SD
1	402	2.07	1.11
2	405	1.80	0.94
3	405	2.04	0.99
4	405	1.61	0.93
5	402	2.02	1.02
8	403	1.71	1.01
13	396	1.54	0.83
14	402	1.90	1.05
15	399	4.80	0.65
19	390	2.06	1.04
20	393	2.69	1.56
24	374	2.31	1.32
25[2]	181	2.19	1.23
26[2]	182	1.89	0.83

[1] Frequencies are not equal due to missing items

[2] Items representing secondary students only

TABLE 2

Descriptive Statistics for Categorical Questionnaire Items

Item		Total Group n	%
6.	Frequency of Supervision		
	One time/wk	158	40.8
	One time/2 wks	108	27.9
	One time/3 wks	116	30.0
	Never	5	1.3
7.	Sufficient Frequency		
	Or time/wk	184	46.8
	On time/2 wks	131	32.6
	Or time/3 wks	63	15.7
	Ot r	24	6.0
10.	Average Duration		
	10 min.	16	4.0
	20 min.	60	15.0
	30 min.	95	23.8
	45 min.	131	32.8
	Other	97	24.3
11.	Type of Feedback		
	Written	12	3.0
	Oral	76	18.9
	Both	302	74.9
	None	13	3.2
12.	Recipient of Feedback		
	Teacher only	7	1.8
	Me only	228	57.9
	At school	12	3.0
	Me & Teacher	147	37.3
16.	Comfortable during observation		
	Agree	289	74.1
	Disagree	21	5.4
	Always Nervous	80	20.5
17.	Final Grade Discussed		
	Agree	244	74.8
	Disagree	82	25.2
18.	Fairness of Grade		
	Agree	293	95.1
	Disagree	15	4.9

Table 2 (cont'd.)

	Total Group n	%
21. Wanted Seminar		
Agree	61	54
Disagree	52	46
22. Frequency of Seminar		
Once/wk	55	31.4
Once/2 wks	55	31.4
Once/3 wks	65	37.1
23. Supervisor		
Grad. Assistant	32	7.9
Faculty	312	79.6
Both	16	4.1
Don't Know	31	7.9
26. Supervisor was Knowledgeable in Content Area[1]		
Agree	73	40.1
Disagree	56	30.8
Don't Know	53	29.1
	182	

[1] Applies only to secondary students

respondents. It was gratifying to learn this appears to be a rather common frequency. However, it was surprising to learn that the next most common frequency of visitations was once every three weeks, as reported by 30% of the respondents. This surprise at the lack of frequent visitations is supported by the student teachers' dissatifaction with the college supervisor's absence: the responses to question seven reveal that only 16% of the student teachers felt visits once every three weeks was sufficient. Conversely, 46% of the respondents felt that one time per week was sufficient frequency.

The question of duration of each visit is addressed in questions 8 and 10. The Dean of the College of Education at the University of Nevada, Reno likes to refer to the walk through type of visit as the "Bullfighter Syndrome"

that is, make a wave (or pass) and walk through. He would be gratified to learn that the most frequent duration of visit is 45 minutes, or 33% of the respondents, followed closely by 30 minutes, or 24%.

The reported isolation of the college supervisor in the triad of cooperating teacher, student teacher, college supervisor, (Emans, 1983) is somewhat refuted by the findings from question number twelve in that 37% of the respondents reported feedback was given both to the cooperating teacher and the student teacher. However, it is somewhat confirmed in that 58% of the respondents reported that feedback was given only to the student teacher, the implication being that with the feedback given, the student teacher is left to his or her own devices in implementing the suggestions.

Finally, the type of feedback given to the student teacher was addressed in question number eleven. Here there is an overwhelming indication that the college supervisor provides both verbal and written feedback to the student teacher. Conversely, written feedback alone is employed a scant 3% of the time.

Question number sixteen was one of several questions which attempted to ascertain the level of interpersonal relationships established by the college supervisor in his or her interactions with the student teacher. It is rewarding to learn that 74% of the student teachers expressed a sense of ease while being observed as they neared the end of the student teaching experience.

If the student teaching experience is to be one of mutuality between the college and the public schools there needs to be established a reciprocity of perception of the student teacher's abilities or disabilities. Such a mutuality can be inferred from question seventeen which asked if the college supervisor discussed the final grade with the cooperating teacher. Again, an overwhelming 75% indicated that such discussion took place. Coincidental with

this question was the student teacher's perception of the fairness of the final grade given. Ninety-five percent of the respondents to this question indicated the final grade was fair. It is regrettable that the investigators did not ask the respondents what the final grade was. It is suspected that the generally high grades given in student teaching would prompt such a positive response.

Assuming that the campus based or field based student teaching seminar is a desirable activity, question number 20, reported in Table 1, asked if regular seminars were conducted. Since this is a Likert-type response question, only the mean of the responses was obtained. However, with a mean of 2.69, where 1 is "always", 2 is "frequently", and 3 is "sometimes", it can be inferred that seminars are not universally common.

Of the approximately 113 student teachers who responded "never" to question 21, 61 or 54% indicated they would have liked to have had regular seminars, while 52, or 46% did not want a seminar.

Finally, of those who would like to have had a seminar, question 22, the numbers were about equally split over the desired scheduling frequency. Thirty Seven percent felt that once every three weeks was an adequate frequency, while the balance of the respondents were equally split between one every week and one every two weeks.

In question 23 an effort was made to determine who is doing the supervision of student teachers. Fully 80% of the respondents were supervised by regular college faculty. Only 8% were supervised by graduate assistants. The balance responded they didn't know the status of their supervisor! Or, they were supervised by both graduate assistants and college faculty.

Finally, in question 25 directed to secondary education students only, the student teachers were asked to assess the subject matter competency of

their supervisors. Forty percent of the 182 respondents to this question indicated they felt their supervisor was knowledgeable in the content area. However, 31% felt the supervisor was not knowledgeable and 29% didn't seem to be able to make a value judgement.

DISCUSSION:

Much of the discussion relative to Table 2 has been done by presenting the information pertaining to each questionnaire item. However, in summary it can be said that the supervision seems to be collaborative, labor intensive, and perceived to be fair and just in the distribution of grades.

Conversely, some areas of possible concern are the facts that 30% of the respondents were supervised only once every three weeks, 42% were supervised one-half hour or less, and a sizeable minority, 20%, remained rather anxious about supervision during the entire period of the student teaching experience.

SIZE OF INSTITUTION AND SELECTED QUESTIONS:

The same Likert-type questions reported in Table 1, are addressed in Table 3 with the added dimension of school size as the basis for comparison.

TABLE 3

Responses by Size of Institution for
Likert-Type Questionnaire Items

ITEM	Size	M	SD	F	P
(1) Close Relationship	S	2.21	1.09	6.35	.002
	M	1.78	1.03		
	L	2.11	1.15		
(2) Able to Express Concerns	S	1.86	.92	4.91	.008
	M	1.58	.86		
	L	1.90	.99		

TABLE 3 (cont'd.)

ITEM	Size	M	SD	F	P
(3) Supervisor Clarification	S	2.14	1.02	5.41	.005
	M	1.80	.86		
	L	2.13	1.07		
(4) Supervisor Sincere Interest	S	1.74	1.03	5.62	.004
	M	1.39	.73		
	L	1.66	.95		
(5) Observes Frequently Enough	S	2.13		4.52	.011
	M	1.80			
	L	2.07			
(8) Duration Long Enough	S	1.73	.97	3.37	.036
	M	1.55	.91		
	L	1.86	1.12		
(13) Frequency of Feedback	S	1.63	.78	6.53	.002
	M	1.33	.63		
	L	1.65	1.01		
(14) Comments Precise Helpful	S	1.93	1.00	11.01	.001
	M	1.60	.85		
	L	2.19	1.22		
(15) Video Taped	S	4.72	.78	4.43	.013
	M	4.93	.37		
	L	4.75	.67		
(19) Supervisor's Overall Helpfulness	S	2.05	1.02	3.68	.026
	M	1.88	.92		
	L	2.24	1.19		
(20) Regular Seminars	S	2.82	1.58	12.69	.001
	M	3.07	1.63		
	L	2.13	1.34		
(24) Diagnose Learning Problems	S	2.28	1.30	12.35	.001
	M	1.96	1.25		
	L	2.80	1.35		

TABLE 3 (cont'd)

ITEM	Size	M	SD	F	P
(25) Supervisor's Content Knowledge	S	2.33	1.31	3.66	.028
	M	1.80	.99		
	L	2.33	1.26		

The most significant finding from these data is the revelation of the possible superiority of the medium size schools over the small or large institutions as revealed by the supervisee's responses to these questions. This is indicated by the lower mean values, and the smaller standard deviations. A second defensible statement is that the small institution does not differ materially from the large institutions in student perceptions of their supervised experience.

As in Table 2, the same categorical questions are addressed in this section and reported in table 4. However, as above, the results are reported by small, medium and large institution.

TABLE 4

Responses by Institution Size
For Categorical Items

n % (percent = row %)

ITEM		Once/wk n %	2 weeks n %	3 weeks n %	Never n %
(6) How Often Observed	S	30/20	55/36.9	62/41.6	2/1.3
	M	86/63	34/24.8	16/11.7	1/.7
	L	47/40.5	28/24.1	39/33.6	2/1.7

		Once/wk n %	2 weeks n %	3 weeks n %	Never n %
(7) What is Sufficient Frequency	S	44/28.8	61/39.9	41/26.8	7/4.6
	M	89/62.7	37/26.1	8/ 5.6	8/5.6
	L	55/45.1	42/34.4	15/12.3	10/8.2

TABLE 4 (cont'd)

		10 Min n %	20 Min n %	30 Min n %	45 Min n %	Other n %
(10) Average Duration of Observation	S	6/ 4	16/10.7	37/24.7	54/36	37/24.
	M	4/2.8	15/10.6	28/19.7	58/40.8	37/26.
	L	6/4.9	32/26.2	36/29.5	25/20.5	23/18.

		Written n %	Oral n %	Both n %	None n %
(11) Feedback after Observation	S	1/.6	42/27.3	108/70.1	3/1.9
	M	4/2.8	16/11.2	121/84.6	2/1.4
	L	8/6.6	20/16.5	85/70.2	8/6.6

		To Teacher n %	To Me n %	To Me Campus n %	Me & Teacher n %
(12) Recipient of Feedback	S	4/2.7	99/66	2/1.3	45/30
	M	2/1.4	85/60	4/2.8	51/36
	L	1/.9	51/43.6	6/5.1	59/50.4

		Agree n %	Disagree n %	Always Nervous n %
(16) At Ease During Observation	S	107/72.3	14/9.5	34/18.2
	M	100/73.0	3/2.2	34/24.8
	L	94/79.0	4/3.4	21/17.6

		Agree n %	Disagree n %
(17) Final Grade Discussed	S	88/73.3	32/26.7
	M	92/79.3	24/20.7
	L	77/74.8	26.25.2

		Agree n %	Disagree n %
(18) Final Grade Was Fair	S	112/92.6	9/7.4
	M	102/99.0	1/1.0
	L	91/94.8	5/5.2

TABLE 4 (cont'd)

		Agree n %	Disagree n %
(21) Wanted Seminar	S	26/53.1	23/46.9
	M	24/46.2	28/53.8
	L	13/68.4	6/31.6

		Once n %	2 wks n %	3 wks n %
(22) Seminar How Often	S	18/27.7	28/43.1	19/29.2
	M	16/29.1	15/27.3	24/43.6
	L	23/37.1	13/21.	26/41.9

		Grad Asst. n %	Faculty n %	Both n %	Don't Know n %
(23) Supervised By	S	5/3.4	128/85.9	3/2.	13/8.7
	M	12/8.7	102/73.9	10/7.2	13/9.4
	L	15/12.6	93/78.2	3/2.5	8/6.7

		Agree n %	Disagree n %	Don't Know n %
(26) Supervisor Working Area of Prep	S	30/36.1	29/34.9	24/28.9
	M	28/49.1	13/22.8	16/28.1
	L	18/40	14/31.1	13/28.9

In question 6, the data reveal that observation of the student teacher occurred less frequently in the small and large schools than it did in the medium size schools. In question number seven, the medium size school student teachers affirm the desirability of the supervisor's weekly visit.

In question number ten the data reveal a tendency for the supervisors in the medium size institutions to spend a longer duration at each visit than do those in the small and in the large institutions.

SUPERVISOR HELPFULNESS:

Since part of this study addresses institutional procedures used in the

evaluation of the college supervisor it seems appropriate to examine those characteristics that relate to the perceived helpfulness of the college supervisor. The most direct assessment of the college supervisor's value, as perceived by the student teacher, is found in question 19. This question asks, "Based upon your college supervisor's help to you would you say he/she was..." However, it was fairly certain that not all items in the 26 item questionnaire would yield productive interaction with this question. Therefore, a Pearson correlation was used to select the more powerful items and an analysis of variance employing a criterion of .02 was used to calculate the amount of variance in connection with high rankings of supervisors. The questions most directly associated with superior ratings were: One, two, three, four, five, eight, eleven, twelve, thirteen, fifteen, sixteen, eighteen, twenty, and twenty four.

Table 5 displays the statistics for a multiple regression analysis of those questions which were found to be most related to question 19. This table displays the results for the total population as well as for the sub-sets of elementary student teachers and secondary student teachers.

Table 6 presents the findings for the same question, but according to the institutional size from which the responses were generated.

In the total sample, approximately 66% of the variance relative to the supervisor's helpfulness is accounted for by a combination of six items. The most important of these is item 4. In this item the student teacher was asked if the college supervisor's interest in their professional growth was sincere and helpful.

From the interaction of the questions supporting question 19 it would appear that when supervision is perceived of as long enough during each visit, when it is focused on specific concerns of the students teacher and is

TABLE 5

Multiple Regression Analysis on
Perceived Helpfulness of the College Supervisor
(Elementary vs. Secondary Student Teachers)

Item		Beta	Multiple R	R^2
ENTIRE SAMPLE				
(4)	Supervisor Professional Interest	.299	.705	.496
(3)	Supervisor Clarification	.273	.762	.580
(8)	Long Enough Duration	.162	.792	.627
(24)	Diagnose Learning Problems	.134	.800	.641
(13)	Frequency of Feedback	.129	.808	.652
(20)	Conduct Seminars Regularly	.077	.811	.657
ELEMENTARY				
(4)	Supervisor Professional Interest	.378	.769	.591
(3)	Supervisor Clarification	.218	.812	.660
(8)	Long Enough Duration	.127	.831	.690
(20)	Conduct Seminars Regularly	.113	.842	.710
(11)	Both Types of Feedback	-.117	.850	.722
(11)	Written Feedback	-.086	.855	.731
(24)	Diagnose Learning Problems	.130	.860	.739
(13)	Frequency of Feedback	.112	.864	.746
SECONDARY				
(3)	Supervisor Clarification	.378	.614	.377
(11)	Oral Feedback	-.151	.619	.383
(8)	Long Enough Duration	.187	.698	.487
(4)	Supervisor Professional Interest	.190	.721	.519
(13)	Frequency of Feedback	.208	.737	.543

TABLE 6

Multiple Regression Analysis on
Perceived Helpfulness of the
College Supervisor (size of institution)

Item		Beta	Multiple R	R^2
SMALL SCHOOLS				
(3)	Supervisor Clarification	.309	.733	.538
(8)	Long Enough Duration	.353	.796	.634
(4)	Supervisor Professional Interest	.217	.818	.670
(1)	Work Closely with Supervisor	.147	.827	.683
(5)	Observed Teaching Frequently	.133	.832	.693
(2)	Expressed Difficulties	.115	.835	.697
MEDIUM SCHOOLS				
(4)	Supervisor Professional Interest	.465	.738	.545
(3)	Supervisor Clarification	.339	.788	.621
(12-3)	Feedback on Campus	.148	.801	.642
(15)	Frequency of Videotaping	-.146	.813	.662
(20)	Regular Seminars	.147	.845	.680
(16-2)	Not at Ease with Observation	.115	.832	.692
LARGE SCHOOLS				
(4)	Supervisor Professional Interest	.358	.716	.512
(13)	Frequency of Feedback	.371	.800	.639
(24)	Diagnose Learning Problems	.271	.841	.706
(12-3)	Feedback on Campus	.217	.863	.745
(8)	Long Enough Duration	.171	.872	.761

couched in terms of supervisor interest, then the student teachers are most likely to see their supervisors as helpful.

From table five, it would appear that the factors which relate to high supervisor helpfulness ratings are clearer for elementary education students (R^2=.746) than for secondary education students (R^2=.543). In the secondary education it appears that supervisor clarification and length of supervisory visits are more predictive of overall supervisor helpfulness.

In addition to those items which appeared to influence in a positive way the supervisor ratings of helpfulness there were some items that were NOT influencing the student teacher's perception of a supervisor's helpfulness. These are: Frequency of supervision, as opposed to duration of visit, the frequency of video-taping, whether or not the supervisor was a faculty member and in secondary education, the content knowledge of the supervisor. A most interesting statistical finding is that grading did not appear to affect the supervisor's rating.

When the size of the school is considered in the multiple-regression statistics, it appears that the student teacher from the smaller school is more likely than student teachers from the other two school categories to respond to personal attention. In the medium and large schools, the feedback given to the student teacher back on campus was associated with lower ratings of perceived helpfulness.

PROCEDURES FOR EVALUATING THE COLLEGE SUPERVISOR:

In addition to seeking student perceptions of their supervision, this study sought to determine institutional practices relative to obtaining feedback from the student on the quality of supervision. To this end a single page flow chart-questionnaire was developed, (Appendix B). This flow chart was sent to a total of 36 institutions. The distribution by size of institution was

21 small, 10 medium, and 5 large. These institutions were in the states of California, Montana, Utah, Washington, Hawaii, Colorado, Arizona, Idaho, Wyoming, Alaska, and Oregon. The return rate on these questionnaires was 100% because the institutions had agreed, in advance, to participate.

Out of the 36 institutions, 23, or 64% reported that the student teacher has an opportunity to evaluate the college supervisor. The balance, 13 institutions, or 36% reported there was no opportunity to evaluate. In those institutions providing an opportunity for student evaluation of the college supervisor there were 16 small colleges, 5 medium size and 2 large. In those institutions not providing an opportunity for student evaluation there were 7 small, 3 medium, and 3 large institutions.

96%, or 22 of the institutions reported that the evaluation of the college supervisor by the student teacher was conducted anonymously.

The next question in the flowchart asked if the evaluation form was given to the student teacher by the college supervisor or if a third person was utilized in the procedure. 55% of the institutions permitted the supervisor to give the form directly to the student teacher, while 45% of them utilized a third person to distribute the form(s).

A question of considerable significance was, "Does the supervisor receive the form directly from the student teacher?" Of the 23 institutions responding, 19, or 83% responded that the form went to a third person or agency.

The final question asked was related to the significance of the evaluation process. To this end, the question: "Are evaluations of the College Supervisor considered in the promotion-tenure process?" Twenty-one of the 23 respondents indicated that it was; this is 93%.

DISCUSSION:

This survey of 36 institutions of varying size and geographical distri-

bution seems to indicate that the majority of institutions make a concerted effort to obtain feedback from the student teacher relative to the effectiveness of the college supervisor, that the procedures followed in the distribution and retrieval are such that anonymity is sought and coercion is minimized. Finally, it appears that the responding institutions value the role of the college supervisor and impart significance to that role by including the evaluations in the promotion-tenure deliberations.

SUMMARY:

This study, conducted by questionnaire administered to student teachers in schools in the western states, has revealed the general satisfaction of the student teacher with the supervisory process. From the results obtained it was found that schools arbitrarily classified as medium size schools produced greater student teacher satisfaction. The medium size school faculty also appeared to exercise more laudable supervisory behaviors, such as collaborative grading, oral and written feedback, and longer duration of visits in the supervisory sessions. In addition, the use of appropriate statistics revealed that positive student rating of the college supervisor rested upon approximately six items. Statistically the most significant of these items is found in question number four of the questionnaire; "My college supervisor's interest in my professional improvement and growth was sincere and helpful."

This item is followed by a positive perception of the supervisor's ability to clarify the student's concerns, a sufficient length of observation at each visit, ability to diagnose learning problems, the frequency of feedback given, and lastly, conducting regular seminars.

In addition to attempting to determine the supervisee's perception of the adequacy and procedures employed in the supervision, this study sought information on institutional practices relative to receiving feedback from the

student teacher on the adequacy of the supervision. From sampling 36 institutions in 11 Western states it was learned that for those sampled, the majority permitted the student teacher to evaluate the college supervisor, that the evaluations were anonymous, that the college supervisor gave the evaluation form to the student teacher in slightly over half of those institutions using an evaluation form. 83% of the 23 institutions that used an evaluation instrument reported that the completed form went to a third party or agency rather than directly to the college supervisor. Finally, 93% of the 23 institutions utilize the student teacher evaluations in the promotion-tenure process.

While this study is in no way a comprehensive coverage of the great pool of teacher preparatory institutions in this nation, it does, based upon a limited item questionnaire, represent a fairly diverse sampling of institutional practices and student teacher perceptions of the supervision received in teacher preparatory institutions in western states. It may possibly be indicative of supervisory practices across the nation.

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SUPERVISORY QUESTIONNAIRE

-COLLEGE SUPERVISOR-

Level of Student Teaching: (check one) Elementary____Special Ed.____Secondary Ed.____

Name of the College or University you are attending_____

Definition of Terms:

Always = Without exception
Frequently = Most of the time
Sometimes = Hit and miss
Rarely = Almost never
Never = Not at all

College Supervisor: University or College representative

Cooperating Teacher: The classroom teacher with whom you worked

PLEASE CIRCLE THE NUMERAL THAT BEST DESCRIBES THE STATEMENT:

1. My cooperating teacher and I were able to work closely and openly with my college supervisor.
   1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

2. My college supervisor created opportunities for me to express my difficulties and concerns as a student teacher.
   1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

3. My college supervisor was able to clarify and place in focus my concerns and difficulties.
   1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

4. My college supervisor's interest in my professional improvement and growth was sincere and helpful.
   1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

5. My college supervisor observed me teaching frequently enough.
   1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

6. How often were you observed by your college supervisor?
   1 One time per week 2 One time every two weeks 3 one time every three weeks
   4 Never observed

7. What do you consider to be a sufficient frequency of observation by your college supervisor?
   1 One time per week 2 One time every two weeks 3 One time every three weeks
   4 Other, please state____

8. My college supervisor observed me for a long enough duration at each visit.
   1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

9. If you responded, sometimes, rarely, or never in number 8, how long would you have liked the visits to have lasted?
   _____minutes, or_____hours

10. The average duration of my college supervisor's visit was
    1 10 min. 2 20 min. 3 30 min. 4 45 min. 5 other, please state____

11. After observing, my supervisor provided me with:
    1 Written feedback 2 Oral feedback 3 both types of feedback 4 no feedback

12. In the preceding question, the type of feedback was given:
    1 to the cooperating teacher 2 to me immediately after the lesson 3 to me back on campus 4 to me and cooperating teacher

13. In the preceding question, the type of feedback was given:
    1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

14. The comments made about my lessons by my college supervisor were precise enough to be helpful.
    1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

15. During my student teaching I was video-taped doing a lesson.
    1 Always 2 Frequently 3 Sometimes 4 Rarely 5 Never

OVER PLEASE

16. By the end of the student teaching experience I felt at ease when my college supervisor observed the lesson I was teaching.

__1__ Agree __2__ Disagree __3__ Always nervous, but more comfortable

17. My college supervisor discussed my final grade with the cooperating teacher.

__1__ Agree __2__ Disagree

18. The college supervisor's final evaluation of my student teaching (the grade) was fair.

__1__ Agree __2__ Disagree

19. Based upon your college supervisor's help to you would you say he/she was:

__1__ Superior __2__ Above average __3__ Average __4__ Below average __5__ No help

20. Did your college supervisor conduct regular seminar sessions with his/her student teachers?

__1__ Always __2__ Frequently __3__ Sometimes __4__ Rarely __5__ Never

21. If you responded "Never" in the preceding question, would you have liked to have had a seminar?

__1__ Agree __2__ Disagree

22. If you responded "Agree" to the preceding question, how often should you seminar?

__1__ Once every week __2__ Once every two weeks __3__ Once every three weeks

23. I was supervised by a:

__1__ Graduate Assistant __2__ Faculty member __3__ Both __4__ Don't know

24. My college supervisor was willing and able to help me diagnose learning problems in my classroom.

__1__ Always __2__ Frequently __3__ Sometimes __4__ Rarely __5__ Never

25. SECONDARY EDUCATION STUDENTS ONLY:

My college supervisor was knowledgeable enough about the content I was teaching to be helpful.

__1__ Always __2__ Frequently __3__ Sometimes __4__ Rarely __5__ Never

26. My college supervisor was supervising in his or her area of preparation.

__1__ Agree __2__ Disagree __3__ Don't know

THANK YOU FOR YOUR HELP. PLACE THE QUESTIONNAIRE IN THE ENVELOPE PROVIDED. NO STAMP REQUIRED.

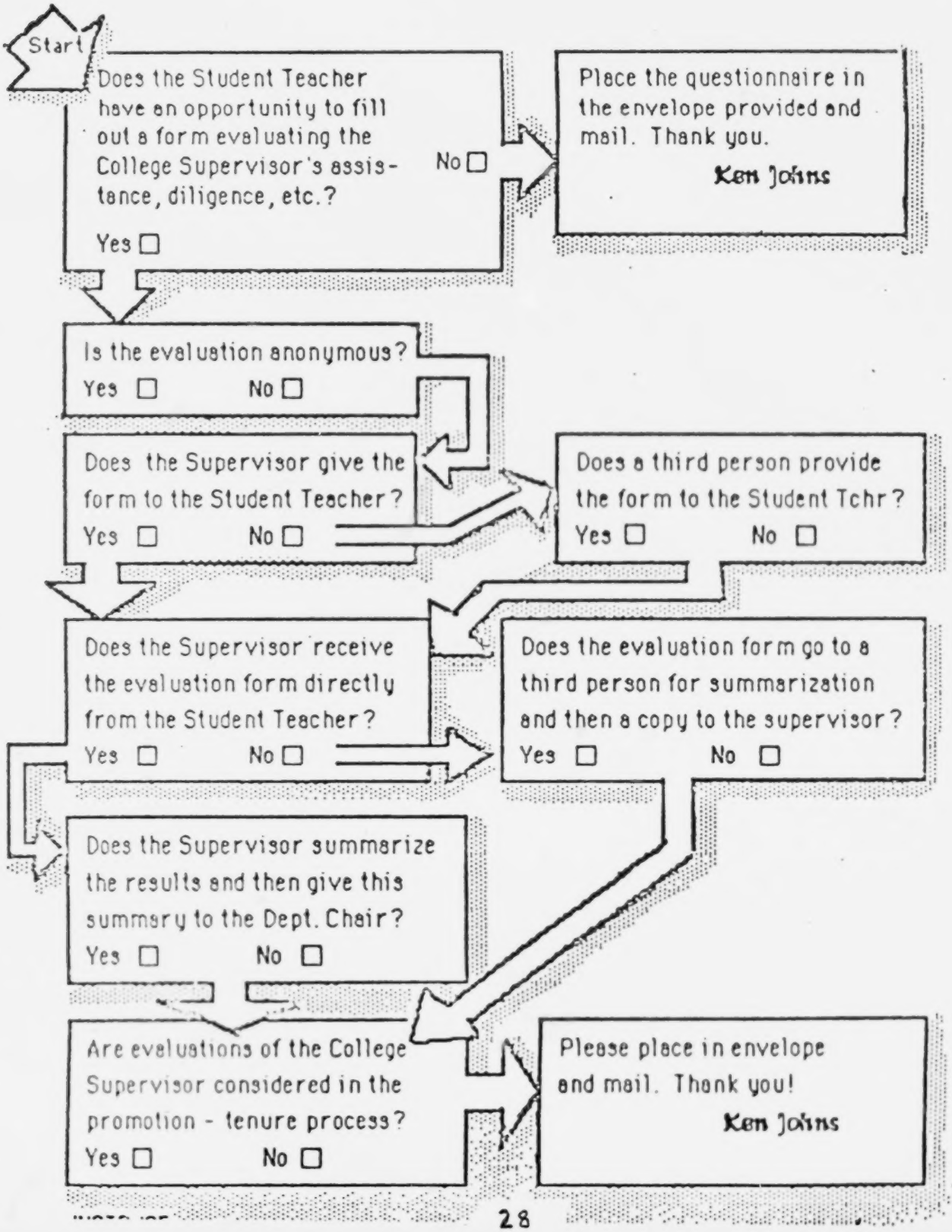
BEST COPY AVAILABLE

Name of Respondent_____

Institution_____ Office Phone (___)_____

Student Teachers are supervised by: Faculty ☐ Grad. Ass't s. ☐ Both ☐

Average number of student teachers per semester_____, or per qtr._____


Start
Does the Student Teacher have an opportunity to fill out a form evaluating the College Supervisor's assistance, diligence, etc.?
No ☐
Yes ☐
Place the questionnaire in the envelope provided and mail. Thank you.
Ken Johns
Is the evaluation anonymous?
Yes ☐ No ☐
Does the Supervisor give the form to the Student Teacher?
Yes ☐ No ☐
Does a third person provide the form to the Student Tchr?
Yes ☐ No ☐
Does the Supervisor receive the evaluation form directly from the Student Teacher?
Yes ☐ No ☐
Does the evaluation form go to a third person for summarization and then a copy to the supervisor?
Yes ☐ No ☐
Does the Supervisor summarize the results and then give this summary to the Dept. Chair?
Yes ☐ No ☐
Are evaluations of the College Supervisor considered in the promotion - tenure process?
Yes ☐ No ☐
Please place in envelope and mail. Thank you!
Ken Johns

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